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The Editors Say:

Some of our subscribers have been aware for years that it isn't safe to lay down a copy of THE JOURNAL OF EDUCATION anywhere in a school, lest it quietly disappear. Just borrowed, of course! But who would have thought that copies of this pedagogical periodical could not be trusted to stay put on a reading table in a subscriber's own home? Well, here's what one subscriber tells us: "I am writing this while waiting for my daughter to come back with my October JOURNAL. She isn't a teacher but is always seeing some article on your cover that interests her and before she knows it she has read half the magazine." Credit, of course belongs to our contributors for presenting education in a human, interesting manner, rather than in a dry and super-technical way.

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This is the time of year when we all try to stand off and look at ourselves and inquire what we have to be thankful for anyway, and if anything. Firster than ever this year is the U.S.A. Then—in our own case as editors—we are thankful we can still procure paper, even though it is hard to get and must be used a trifle sparingly. ("Gift-wrapped" goblets from one of Boston's best department stores arrived at a bride's home recently, each goblet separately swathed in old newspapers!)

For another thing, we are thankful that so many of our subscribers attend to their renewals promptly, and in many instances mail them directly to us. Such cooperation deserves and will receive our very best.

On page 276, note the reappearance of a feature we believe you will welcome. In sending notice of "Important Meetings", please give name and address of secretary or other person from whom further information can be had.

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THIS AMERICA—OUR LAND, OUR PEOPLE, OUR FAITH, OUR DEFENSE—*Wilson, Bowman and King*

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THE DEVELOPMENT OF AMERICA—*Wirth*

Weaves closely together the social, economic, and political strands into a chronological-topical pattern

ACROSS THE AGES—The Story of Man's Progress—*Capen*

A survey of the social and civic aspects of world history as especially related to democratic ideals and American life

OUR SOUTH AMERICAN NEIGHBORS—*Carpenter*

Gives an excellent knowledge of the geography and history of South American countries with special relation to the United States

FUN IN TOWN AND COUNTRY—*Skinner*

FUN IN OUR BUSY WORLD—*Skinner*

Interesting stories of a little boy and girl emphasizing citizenship and character training through lively experiences in everyday life that appeal to all children

WAGONS AWAY—A Social Studies Reader—*Phillips and Wilson*

A true story in which a little boy of seven tells of the long journey of his family from Massachusetts to Ohio 150 years ago

JUAREZ OF MEXICO—A Leader of Democracy—*Stratton and Wilson*

The fundamental ideals and truths of democracy are simply portrayed in this stirring story of Mexico's national hero

TEPEE DAYS—Tales of the Prairies—*Hunkins and Allen*

TRAPPER DAYS—Tales of the Hills—*Hunkins and Allen*

Authentic stories of the life of the Indians, trappers, traders, explorers and missionaries on the early Western frontier

KEE AND BAH—Navajo Children—*Pack*

The true story of a little Indian boy and girl of today, picturing their home life, work, amusements, and education

GREAT INVENTORS AND THEIR INVENTIONS—New Edition—*Bachman*

This illuminating account of the great inventions which have affected modern life has now been brought down to date

AMERICAN BOOK COMPANY

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Editorials

Against the Public

An utterance that elevated Calvin Coolidge to the Vice Presidency of the United States in 1920 has gained acceptance as a basic principle of the American way of life. Coolidge said: "There is no right to strike against the public safety by anybody, anywhere, at any time."

The occasion was the Boston police strike of 1919. It was not, of course, an industrial quarrel but one between the police and the citizens whom they had sworn to protect. The walkout left the community a prey to disorders, theft and violence—until the militia were called out by Governor Coolidge.

That statement of a conservative leader deserves to be repeated today in connection with the multitude of labor disputes that continue to threaten and impede the production of materials vital to this nation's defense. Whether it be a few men or many men, whether it be a labor union or a corporation that is "striking against the public," there is no such right in law or justice, and whatever steps are needed to stop this sort of thing should and must be taken. Our government is too lenient with its internal enemies. The difficulties of suppression while maintaining our democratic system and respecting personal rights are admittedly serious. But those who seize upon an hour like the present to gain undue advantages, either of wages or of profits or of power, are as treasonable as were those Boston policemen whose misbehavior cost them their jobs forever.

Too Fantastic? Then Believe It!

Remembering how readily they believed fictitious propaganda in the previous World War, many Americans have donned an armor of skepticism against anything that might appear to have been invented to deceive them. This may partially explain the attitude of some sincere Americans identified with the America First cult.

As for Nazi atrocities, we do not require the testimony of refugees or returned reporters to prove the depths of cruelty to which the Hitler regime has descended. A government that will take the lives of fifty or a hundred innocent persons in reprisal for one slain German, stands self-revealed and shameless.

Doubt still persists in some minds as to Hitler's intention of conquering the Americas. Few of us try to believe what we do not like to believe. We might call it "unwishful disbelieving." Even the President's dramatic reference in his Navy Day address to two secret documents that had come into his possession must have left many listeners questioning whether these things could be true. That map, allegedly made in Germany by the Nazi government, which showed all of Latin America south of Mexico rearranged into five vassal nations; and that other document of similar origin that disclosed plans for abolishing all religions to make room for worship of the Nazi ideology, symbolized by the swastika and the sword—were these mere signs of White House credulity? The Nazis hastened to put that construction on Mr. Roosevelt's sensational charges, quite naturally. And we could all of us dismiss the evidence as utterly fantastic and unbelievable, were it not for one thing: The whole affair of Hitlerism has been so fantastic and incredible—so built upon the unexpected and the extreme—that all sane Americans should take notice and understand that nothing can be too insane or too incredible or too extreme for Hitler's mind to plot. Certainly his denials are not worth the breath they're made with.

What is the meaning of that song the Nazi young people are taught to sing—"Today we rule Germany, tomorrow the world"—unless the Western Hemisphere is included in the Hitler program? Can we conceive of German thoroughness halting with the conquest of one continent and that the smallest of the five?

If it is silly to believe the signs of Hitler's boundless ambitions—let's be silly—and play safe.

Less Ease, More Challenge

Should learning be made easy or difficult? The tendency of late years has been to make it easy.

Important as it is to keep the child's path free from insurmountable and therefore discouraging barriers, education has probably swung too far in that direction and ought to pay more heed from now on to placing hurdles along the road—by way of challenge. It will always be better pedagogy to awaken the love of adventure and the determination to master a difficult situation by hard mental effort, than to cultivate mental softness by withholding stiff problems.

It is still a fact that there is "no royal road to learning."

Guidance Is Not Magic

It cannot transform personalities over-night or produce mental supermen.

ROBERT TYSON
Department of Psychology
Hunter College, New York City

A SURVEY of school and college guidance offices reveals few crystals, dimly gleaming, presided over by black-robed persons with flashing eyes. True, most people do not really expect such a theatrical scene. Nevertheless many are disappointed when they fail to find a consultant who can analyze their personalities with one intuitive glance, hear their problems mentioned, and instantly produce a facile solution.

Guidance must take account of the mental magic young people and their parents often seek.

What fosters such expectations in the public mind?

▼

First comes the array—imposing in number if not in merit—of books whose titles promise anything the buyer wishes to have. By selecting the proper title he can achieve happiness, riches, friends, superlative memory, and freedom from all care in three easy lessons. Even fifteen minutes a day to master the famous five-foot shelf of fine literature seems tedious by comparison. As a result consultants are often expected to answer with one sentence such demands as: "My child is lazy. What should I do?" and "I feel inferior. How can I feel confident?"

▼

Also operating in favor of a magical view of guidance is the intangible nature of the client's problems. A broken leg is something different. Naturally *that* takes time to heal. But why should it take as long as a year or more to achieve a feeling of security? The individual seeking assistance may still be half convinced that his friend was right when he told him to "snap out of it—it's just your imagination". Anyone who has taught psychology knows that a semester is none too long to convey the fact that habits are fixed in muscles and nerves and glands.

There seems, in addition, to be a national American tradition that if you try hard enough you can do anything. What hundred per cent citizen would be floored by a mere attitude? Dozens of motion pictures deal with a "worm" that turns suddenly—and, psychologically speaking, unaccountably—and overcomes his timidity in a flash. At the worst some Hollywood psychiatrist cures the subject in a reel or two.

▼

Turning to more technical influences, overestimation of the consultant, based on infantile attitudes towards parents, deserves a place in the list. If things go badly father, or his substitute, the counselor, will make everything right again. And a glance at the headlines convinces us that a few things *are* going badly. Few guidance problems can be met without recognizing, if only as a background, the pressure of dire world conditions. We have learned unhappily that when troubles multiply it is not only individuals, but even whole nations, that seek magical solutions for their troubles.

▼

Faced with the demand for mental magic, guidance must often include, together with positive efforts to meet individual problems, education in reasonable attitudes towards the guidance process itself. Judging from the writer's experience eight factors deserve careful attention:

1. Guidance works within limitations, as does any scientific endeavor. Among such limitations are the balance between the present state of our knowledge and the seriousness of the problem. There are incurables in every field. Just as there are bridges which break down despite the efforts of the best engineers, there are personalities which deteriorate in the face of our best attempts to save them.

2. The results of guidance are limited by heredity. Einsteins cannot be produced by dealing out clever suggestions to ordinary people. The miracle books on personality therapy have successfully impressed many with the idea that anyone at all, given a few rules for proper behavior, can be outstanding.

3. Ages—both of the client and the problem—are significant factors in any particular instance. Statistics have backed up the general impression that the duration of a problem, as well as its seriousness, must be considered a limitation on the outlook for a successful outcome.

4. Many suggestions of the adviser cannot be carried out because of economic conditions; compromise solutions must often result from lack of funds, job scarcity, and similar situations far beyond the scope of the consulting room. While the adviser can be a *guide* in difficult circumstances, it is unfortunate to find so widespread the notion that he can alter circumstances whenever he sees fit.

5. The client must be content to look forward to *normal* mental health. Guidance does not produce mental supermen any more than medical treatment produces super-healthy patients.

6. When restored to normal

mental health an individual must expect to face all the usual problems of living. He should not be inspired by the illusion, fostered by inspirational literature, of a trouble-free existence. Psychologists have not as yet discovered the Never-Never Land of mental life.

7. Due to the deep-set nature of many attitudes that cause maladjustment, *very gradual improvement*, like the slow healing of a wound, should bring real satisfaction. Some troubled individuals look for a mental "cure-all" pill and an over-night alteration of personality.

8. Mild and occasional recurrences of symptoms of a severe attitude disturbance are often to be expected even after a successful course of consultations, just as they are sometimes caused by adhesions following an operation.

▼

Is such conservative education of the client discouraging?

On the contrary. Guidance as a profession has suffered immeasurably from overenthusiastic practitioners, whether sincere or fraudulent. Competent guidance avoids the kind of encouragement that can result only in failure and disillusionment. The false encouragement dealt out by some inspirational advisers can be compared with telling a man with a broken leg: "It's just an idea of yours. If you make up your mind you can forget your broken leg and run around the block."

Anything But a Teacher

ELROY H. SCHROEDER
Superintendent of Schools
Grand Forks, North Dakota

As a project in a high school class the members were asked to interview various business and professional men in the community. The value of such contacts can readily be seen when one takes into account the fact that the students of today are confronted with the problem of choosing a life work, just as their parents were, a mere fifteen or twenty years ago.

In an interview with the Superintendent of Schools, a student asked a very sensible question, "Why is it that almost every high school student says, 'I'd be anything but a school teacher'?"

The superintendent answered that such an attitude was undoubtedly developed because a student knows more about a teacher through the many and varied contacts that necessarily come about in the class room and in the teacher-pupil relationship.

A student knows the work of a teacher quite intimately. He sees that teacher under almost every kind of situation. Every mood, every characteristic, every peculiarity of mannerism, dress, speech, or personality is observed. The teacher's reasoning, his fairness in analyzing a situation, his attitude in settling questions of discipline and general conduct, his views on matters economic, political, or social are pretty well known. He is carefully observed during moments of levity as well as during periods of intense stress and strain; in fact, more closely than even the student's parents.

The interviewer's father was a physician, so the superintendent very casually asked her how much she knew of the work of her father's profession. She frankly admitted that she knew very little. She knew the many distasteful and burdensome tasks of teaching, but it had never occurred to her that other professions too had those or similar unpleasant situations.

She undoubtedly did not know that her father's patients had to be disciplined for not following instructions; that they had to be reminded again and again of their financial obligations; that her father did lose his temper when he became provoked and, under strain, said things that were perhaps not complimentary. She had perhaps not noticed that her father's clothes were not so well pressed as a high school girl may wish to see them, nor that he used little discretion in color combinations when he selected his ties. Perhaps his shoes should have had more of a lustre to them—and yet, had she not criticized her teacher for those very same things?

Courses in guidance are helping pupils to see that every job, whether professional or not, has its advantages and disadvantages and that people in all walks of life will be faced with situations that are distasteful.

▼

Is it not true, too, that the observation made by this student should challenge every teacher? We may well ask ourselves: "Am I exemplifying the type of teacher and the kind of teaching that will win the admiration and respect of my students? Am I demonstrating the kind of citizenship that I would like to see in practical use when these students take over the responsibilities of an intricate society?" If we, as teachers, can not answer those questions in the affirmative, we have another definite teaching goal to strive for.

Our periodical report cards in-

dicate the various values that we place upon the effort, conduct, and the achievement of our students. Does this incident not indicate that we too are being weighed in the balance by critical and severe judges and that it should behoove us to see that we have passing grades? How many of us, do you suppose, would be placed on the honor roll each month by these keen observers? Let each one answer for himself.

What Kind of Front Are You?

R. VERNON HAYS
Principal, Killingly High School
Danielson, Connecticut

Your school is judged by the way you advertise it in your attitude and conversation.

EACH teacher says to the public, "This is the kind of school you have." She may not say it in so many words, but by her conversation about and attitude toward the school, she builds the reputation of the school. Just as surely as a display in a store window draws or repels trade for that store, a teacher draws or repels interest and respect for the school of which she is a part. Are you a creditable front for your school?

▼

Nine out of ten teachers are loyal and co-operative. It might seem that the tenth could be ignored. But one gossip or talebearer can put a scare into the public, although nine loyal teachers refute the impression she gives.

It is easy to see why. Our schools are the training ground of the most valuable possession of the individual mother and father, their child. The schools are the training ground of the most valuable possession of the community and of the nation, their youth. The gossip, then, has ready listeners because nearly everyone in the community has a valuable personal interest in the school.

If you are that tenth teacher—I didn't mean that. Of course you are not! But, if you know a tenth teacher, could you get her to look at this problem abstractly?

How long do you suppose a hospital, any good hospital, could continue to serve the public if one nurse in that hospital whispered about Doctor So and So's weakness or nurse Who'sit's mistake? Although the public knows there is no perfection on earth, yet its confidence would be shaken and the hospital would suffer. In like manner our schools suffer from tales of teacher frailty.

If you've succeeded in getting this tenth teacher to come out of herself long enough to hear us thus far, perhaps she can see that the *impersonal approach to all school regulations* would help her immensely. A teacher must remember that school regulations are made for *anyone* who holds her position and not for her as an individual. Even any criticism made of her work by her supervisor is not a personal criticism. It is simply a suggestion to increase the value of her department to the school as a whole.

Stories of dissention and disagreement, stories of "I said" and "he said" are cheapening to the teacher and to the reputation of the school.

▼

Lest I be misunderstood, I want to say right here, that there is need for constructive teacher disagreement and suggestion. But the place for such debate is in teachers' meetings where provision is made for discussion, or in private office interviews with one's principal. These matters of disagreement should be told sincerely, courteously, frankly and *to him*.

Every time two or three teachers go into a huddle over the latest thing "the chief" has done of which they disapprove, they might better bear in mind that he didn't get where he is by being THAT dumb. He worked hard and studied hard and won his place by the results of his knowledge and effort in educational work. He sees their work in its relation to his plan for the school as a whole. Are you seeing his efforts only from the viewpoint of an English teacher, a coach, a music supervisor, or whatever individual position you hold? Remember that your supervisor or your principal or your superintendent is the first front of the school. Your loyalty to him is essential in building your school's integrity whoch in return reflects upon your position.

▼

The respect you command, the respect your job commands, is in direct proportion to the respect your school commands in your community. Everything you do or say to build respect for the teaching profession as a whole gives added stability to your position as a part of that profession. "United we stand; divided we fall." These are as true words for teachers as for nations.

Blue Ribbon Teachers

LEWIS H. CHRISMAN
West Virginia Wesleyan College
Buckhannon, West Virginia

IT WAS at a county country-life conference that I first heard the term "blue-ribbon teachers." The rural extension department of the state university had been conducting a state-wide movement for community betterment and the leaders from the various sections of this particular county had assembled in the court-house to make their reports. A period in the afternoon was devoted to the achievements of teachers who had accomplished something out of the ordinary. One teacher has succeeded in enlisting the men of the community in building a fence around the school-grounds. Another, by means of a strawberry festival and several similar affairs, had raised enough money to buy a victrola for the school. Still another had planted two rows of dahlias which were the admiration of the country-side. A fourth with the help of some of the larger children had painted the dingy walls of the building in which she did her teaching. There were other reports of a similar nature. As the names of these teachers were called, they were asked to rise and receive the applause of the audience. "These," said the presiding officer, "are the blue-ribbon teachers of the county, and others should follow their example." Yet commendable as were their activities, my enthusiasm for this phase of the program was decidedly tepid. Clean walls are commendable, but painting is not the teacher's most important task. Beautiful as dahlias are, skill in landscape is not the criterion by which a teacher should be judged. It was within the range of possibility that in the instructional force in that county there were those who had done less conspicuous work of surpassingly greater value than that which caused this small group to be lauded as "banner teachers."

▼

The real "blue-ribbon teacher" is often the unknown teacher. The value of his work cannot always be appraised at the end of the year. About forty years ago a teacher with limited preparation was teaching history and several other more or less connected subjects in a small, ill-equipped country high school. Possibly there were a few people in the community who realized that this man, to an unusual degree, possessed the power to make the dry bones of his past live. By no means all of his students knew that he was a "blue-ribbon teacher." It took some of them years in college and graduate school to understand that they had come into contact in that shabby classroom with a really great master of the teacher's art. Yet today there are aging men and women who for more than a generation have found the reading of history a source of pleasure and stimulation because of the inspiration which they received from him back in those days of the turn of the century.

▼

In this connection I think of another banner teacher with whom my contacts have been decidedly few and entirely indirect. He was a veteran of the Civil War, a prosperous farmer and a country school teacher. Eventually he established an academy which he labeled "Edgefield Institute." Since high schools were few in those post-bellum days, outside of the large cities, young men of the locality who wished to continue their education beyond the district school attended the Captain's academy, which was probably at its height about half a century ago. The men who attended it were young men during my own early childhood, and in the succeeding years I had rather close contact with a number of them. In my own teen-period it was borne upon me that an unusually large number of the men who attended Captain Fetter's school possessed a wider range of knowledge and interest than the common run of their contemporaries. For the most part they were more awake to things of the mind and showed an unusual capacity for clear thinking and exact expression. During my own college days, and beyond them, my studies of the product of this school were to some extent in retrospect. However, if a teacher is to be judged at all by the minds which he has helped to mold, the Captain was a real teacher. And in spite of the merciless criticism to which the profession has been subjected few of us cannot call to mind others of whom this can be said.

▼

A group of educators were speaking about a college professor who had recently come to the end of his teaching career, and one of his former students paid a tribute to him in the laconic sentence, "He made you think." If a teacher does not make his students do this, the possibilities are strong that he is doing an exceedingly flimsy piece of work. The man who does not know how to do straight thinking has no business in the classroom. There are people who go through life rehashing worn-out, badly-grounded opinions that they have picked up in one place or another. Others come no nearer to thinking than the indulging in abortive

efforts to rationalize their prejudices. Many of the tragedies of civilization result from wrong thinking. The educated man has learned to think objectively and correctly. The teacher who has helped to teach him to do this most certainly deserves a place in the list of the benefactors of humanity.

▼

Professor William Lyon Phelps in his *Autobiography with Letters* devotes a chapter to William G. Sumner, for many years a professor of political economy, as it was then called, in Yale University. Sumner's classroom is described as an intellectual battlefield. He encouraged intellectual resistance from his students and found great pleasure in fighting out disputed points. Professor A. G. Keller, his literary executor, is quoted as saying: "It was an eager and nipping air that blew on those heights. If you brought any bit of research to Sumner, he would ask three questions: Is it true? How do you know it? What of it?" Professor Phelps in speaking of this great teacher says: "He hated sentimentality, vague idealism, and would tolerate no loose or untidy thinking. If the main purpose of the teacher is not to impart instruction, but to arouse and increase the power of thinking—and I believe it is—he was the best teacher we had."

▼

But different teachers make different educational contributions. Two teachers may have methods of approach diametrically opposite. This, however, does not mean that each is not rendering an outstanding service. Another of the famous teachers of the nineteenth century was Charles Eliot Norton of Harvard. It will be noticed that the contribution which he made to the lives of his students was miles away from that of Professor Sumner. Nevertheless it was just as real. When Professor Norton was elected to the faculty of Harvard he was given the cumbersome title of "Instructor in the History of the Arts of Construction and Design and their Relation to Literature," but the general caption of his lectures was "Fine Arts and their Relation to Literature." It has been suggested that if the word "Life" had been substituted for "Literature," the title would have been more exact.

Although there is no doubt whatever that Professor Norton was a pre-eminent cultural force in the life of his generation, his teaching was characterized by certain palpable defects. The enrolment in his famous "Fine Arts IV" was suspiciously large. Not all who took it were actuated by educational motives, since the course was noted for its easiness. One year, when it was so large that it had to meet in Sanders Theater, as he faced the crowd before him he remarked, "This is a sad sight," because he realized the motives which had brought many into that particular class. In addition to its light requirements it covered the broadest imaginable field. If selecting an infinitesimally narrow topic and never deviating from it is a hallmark of a good teacher, Professor Norton would have been graded low.

Yet the fact that he made a really great educational contribution to the lives of thousands is indubitable. One of his former students rated him as the greatest influence of his life and said: "All I have been and am, was affected by his teaching and character. He was the only real 'master' I ever had. He gave me a desire to think clearly and speak accurately, and an admiration of elegant scholarship; he implanted in me the seeds of a loathing of affectation and vulgarity." One of his primary tasks was to arouse a desire for a knowledge and an appreciation of the higher cultural forces. The teacher who can do this is accomplishing one of the greatest tasks of which a human being can be capable.

▼

At a dinner-table in a county-seat of the Middle West as a group of teachers in attendance at an old-time institute were discussing a great teacher whom they had seen in action that morning, one of them thoughtfully and rather sadly remarked, "I never had a real teacher." This statement called forth a number of individual experiences. Although most of those who reported had at some time or other been exposed to heavy-handed bunglers in the classroom, practically all of them mentioned gratefully their contacts as students with teachers of skill and power. It goes without saying that this group was not unique. There are few of us indeed who cannot mention teachers to whom we owe an inacIculable debt.

▼

During the past year or so I have kept my ears open to expressions of gratitude on the part of individuals to teachers who they feel have made contributions to their lives. Here are a few of these gleanings from my notebook:

"He stimulated my mind. In fact, when I entered his classes I was 'dead at the top' and within three months something happened to me. Ever since I have been interested in things intellectual."

"He made a foreign language live for me, and showed me that there are other literatures besides English."

"She made me realize that English grammar is not simply a conglomeration of dead rules and complicated diagrams; she enabled me to see that it is a matter of good usage applied to everyday speech."

"He taught me the difference between slipshod work and work that is exact and honest."

"He made me language-conscious and awakened in me a desire to increase my vocabulary."

"He opened my eyes to the world around me. Before I was in his classes I never saw the trees and flowers that were all about me."

"She inspired me to appreciate literature, especially great novelists like Dickens and Thackeray."

"Through her teaching I learned to be careful in my speech and also

that the dictionary is a wonderfully interesting book."

"He caused me to realize that there is such a thing as intellectual integrity, that a man is supposed to do honest thinking."

"He gave me an intelligent point of view in regard to the Bible, and taught me a lot about it."

Lists like this could be extended almost without limit. They furnish definite evidence of several facts in regard to the work of the teacher. First, they help us to understand that one teacher can not do everything. The contribution which one makes is entirely different from that of another. It follows from this that Teacher A. is not to be criticized because in aim, methods, and results he is diametrically the opposite of Teacher B. This is something which supervisors and administrative officers in general would do well to keep in mind. Secondly, such comments show that the most important achievements of a teacher cannot always be measured by some super-exact academic yardstick. There are values in teaching which "the world's coarse thumb and finger" can not plumb. Sometimes one would have to be able to look far into the future to make a proper estimate. Thirdly, the teacher's big job is in the classroom. No matter how much he accomplishes on the outside, unless he succeeds there he is a professional failure.

The "Young Jurist" Looks at

Self Defense and Other Matters

A. V. OVERN
University of North Dakota
Grand Forks

Hands Off

IT HAS been suggested in previous articles that every child of school age should gather a large amount of information concerning his everyday problems in his relations with his fellow students and others, which he can use to make his own decisions in conduct and follow them. As a special source of information the reports of the decisions of appellate and supreme courts often found in law libraries or attorneys' offices were suggested. A number of these cases deal with accepted principles of conduct in connection with the police power. The right of personal security, for example, is regarded so highly, that it is considered improper conduct for anyone even to touch another without his consent. The motive for touching him makes no difference.

A man named Reynolds, sixty-eight years old, in company with a younger man named Thomas, was visiting the stockyards in a small town in Indiana. Another young man named Pierson, who was acquainted with both Reynolds and Thomas, grasped hold of Thomas in a spirit of fun and jerked him violently. Thomas was holding Reynolds' arm at the time this happened. The jerk threw Reynolds to the ground and injured him. He afterwards sued the young man, Pierson, and was permitted to recover damages, because the court held that his right to personal security had been violated. Reynolds' injury was due to the jerk that Pierson had given Thomas. Pierson had played that trick without realizing that there might be evil consequences for which he could be held responsible.[1]

An exception is made to this rule that no one may touch another without his consent in the case of a police officer who is enforcing the law. When a policeman is doing his regular work of law enforcement, he may use all the force that is necessary to overcome resistance to his necessary demands. He is charged with the duty of preserving order, which gives him a greater right to control the actions of others than he would have if he were not acting in that official capacity. If anyone resists arrest by threatening to injure a police officer who is performing his regular duty, the officer is not guilty of a crime if he defends himself and makes the arrest by force, even though he may injure the one arrested.

[1] Reynolds v. Pierson, 29 Ind. App. 273, 64 N.E. 484 (1902).

Threat May Constitute Assault

However, not only is it unsocial to injure another through actually touching him in some way, but it is a crime against him even to place him in reasonable fear of bodily injury. Personal security against reasonable fear of injury is a cherished constitutional right of everyone in this country. It is comprehended in that clause in the fifth amendment to the United States constitution which guarantees that no person shall be deprived of liberty. An illustration of what is sometimes meant by fear of bodily injury is brought out by the report of an interesting case which occurred in Washington in 1837.

One day when Mrs. Shelton was sitting in her home, Allison Richardson entered the room. As they conversed, he raised a club over her head and threatened to strike her if she cried out. Since she did not cry out, he did not strike her. But after he left the house, Mrs. Shelton had him arrested for vio-

lating her right to personal security against fear of bodily harm. He was convicted of the crime of assault, which includes every threat to strike another in any manner. If the threat is carried out, it is a battery. Thus if Richardson had actually struck Mrs. Shelton he would have been guilty of assault and battery.

Of course, the threat must be so real that it creates a reasonable fear of injury to the one threatened, in order to be called an assault. In the case cited, that condition was met. For Richardson was a strong man and he held a club over Mrs. Shelton's head as she sat almost helpless against his possible attack with that weapon.[2]

There is another exception to the rule against touching another without his consent in the relationship of parents with their children. Parents may punish their children in ways which do not injure them seriously or permanently, without being guilty of assult and battery. In some states teachers, also, may punish their pupils by touching them either by hand or with a whip of some sort. These forms of punishment in school are usually regulated by law in some way to guard against cruelty or unreasonable severity.

Disturbance In A Theater

On Christmas Day, in 1907, Mr. and Mrs. Powell and some friends bought tickets to attend a matinee at the Avenue Theater in Louisville, Kentucky. At the time for the matinee the five in the party went to the theater, presented their tickets, and were seated. During the performance, an usher brought two others who had tickets for two of the same seats. Then it was discovered that Powell's party really had tickets for the evening instead of the afternoon. But when the manager asked them to take other seats, Powell refused, and used vulgar language. When it was thought that his disorderly conduct prevented others from hearing the play he was put out of the theater by force. The court decided later that the manager of the theater had a right to put Mr. Powell out under the circumstances, as long as he had not used any more force than was necessary for that purpose.[3]

Excessive Force In Self-Defense

One may use force lawfully to defend one's own life, person, property, and those under one's care at the moment, even though one may touch or injure another in using such force. However, he who uses force in self-defense must be certain that it is necessary to use it in order to protect himself or those with him. If it cannot be shown later that there was an actual, imminent, and apparent danger of his being injured, he who thinks he is using force in self-defense may be punished afterwards for using it. Thus the law puts the one who makes the attack in the wrong and does not permit the use of any more force in self-defense than is necessary for protecting oneself. That is because, whenever the danger is not immediate, there are other ways besides self-defense of dealing with those who are trying to injure one. Similarly, if an individual has lost possession of his property, he may not use as much force to regain his possession as he might have used to protect himself from being pushed off his property before he lost it. That is because, after a man is no longer in possession of his property, there are peaceable ways provided for him to regain possession of it. In a society which respects law and order, everyone is required to use peaceable means to right his wrongs whenever he is not prevented by imminent danger from using them.

A certain Alaskan miner, Mr. Hickey, had left his claim. When he returned to it, he found another man in possession of it. After Mr. Hickey and the new possessor had disputed their different claims to the property, and the possessor refused to leave, a fight took place between the friends of the two men. In the course of this fight, the possessor of the property was struck by Hickey with the butt of a revolver. Hickey was later convicted of a felony for assaulting another with a dangerous weapon. He had no right to claim that he had struck his companion in self-defense, because he could have used peaceable means to regain possession of his lost property.[4] Mr. Hickey could much better have appealed to the police power of the government to investigate his claim and help him regain possession. Then if any fight had occurred, he would not have been in it and would not have injured anyone else.

Rights Imply Duties

There are many rights in connection with citizenship in the United States, which are highly desired and respected. These rights are all guaranteed and insured by good law enforcement through the police power. A right in order to be enjoyed must always be respected and enforced. That means that a right cannot exist without the performance of duties. For example, if a boy has the right not to be touched or struck by another boy without his consent, then it is the duty of all others not to strike him. If one has the right to the exclusive possession of one's mining claim or home, then it is the duty of all others to stay away from that property unless they have permission to enter. If anyone has the right to receive some money there must be another whose duty it is to pay that money. Thus the rights of some exist because of the duties of others. The courts and the police power of the government are the means of enforcing the performance of all such duties and guaranteeing the rights which result from them.

[2] U. S. v. Richardson, 5 Cranch Cir. Court 348, Fed. Case No. 16, 155 (1837).

[3] Powell v. Weber-Stair Company 125 S. W. 255 (Ky. 1910).

[4] Hickey v. U. S., 93 C.C.A. 616, 168 Fed. 536, 22 L.R.A. (N.S.) 728 (1909).

Progressive Speech Training

RUSSELL TOOZE
Senior High School
Bismarck, North Dakota

How students in a North Dakota high school are led to improve their speech habits.

THE progress of the world can be gauged by the speech advancement of humanity. Linguistic ability is a measuring stick of man's understanding; a speedometer of inventive accomplishments; a barometer of social and economic trends; an angel of good will throughout the universe.

The most modern methods must be employed in the teaching of this most noble art. Pedagogues of the spoken word should equip their departments with the very latest scientific apparatus. It behooves all speech teachers to take stock of themselves and their equipment. School officials want both a modern teacher and an up-to-date classroom. Why shouldn't the polishing plant of the spoken word, be given utmost consideration?

The teaching of speech is a highly specialized educational work. It takes more than classrooms, teachers, textbooks, and students to carry on professional speech training. All of these fundamentals are essential, but much more must be added. To be sure, charts of the vocal apparatus are fine teaching helps, but models are much better. Lectures by the teacher and discussions by the students pertaining to platform deportment are excellent academic procedures, but actual student participation in speaking situations is far superior. Oral vocal analysis is very beneficial, but to let the student hear a recording of his own voice is of greater remedial value. A sound academic knowledge of the principles of speech must be possessed by the student, but it must be constantly supplemented by practical training. The speech training that is being offered in our secondary schools and institutions of higher learning today is too academic. This is a practical world, why not mold educational methods to meet practical needs?

To illustrate what I mean by practical progressive speech teaching allow a brief citation of a portion of the speech work as carried on in the Bismarck Senior High School. At the beginning of each semester there are approximately one hundred and fifty students enrolled in the regular speech curriculum. The school library is equipped with all available speech books, magazines, and bulletins. All work is conducted according to the Unit System. Extensive reference reading and study is required of each student. For instance, when Unit 1 on Speech Fundamentals is studied at the beginning of the semester fifteen references are thoroughly perused and outlined. Then part one of the workbook, compiled by the writer, is completed. Throughout this unit the requirements of a good voice are stressed, and every phase of this study is enthusiastically executed from an academic viewpoint. But the practical side of the work creates the spirit of good will, the desire to learn, and one hundred percent cooperation and participation in speech activities.

A portable recording and playback machine plays a leading role in all speech work. The first week of study is supplemented by recording activities. Each student prepares a two minute speech for recording number one! In private the teacher plays the records and makes out written analysis sheets. As soon as all recordings have been studied carefully, the students are called in for individual conferences. Each one hears his own voice recording and the instructor points out the improvement to be made. When all analytic work has been finished the records are filed away with the written analysis sheets. Intensive drills and actual speaking situations are engaged in by all students, and at the close of the six weeks' period a second recording is made of each student's voice. These recordings are analyzed by the teacher and again special conferences are held with the students. Then all recordings are played before the class and thoroughly analyzed by the instructor; supplementary discussion by the class is encouraged. This procedure stimulates every student with the desire to achieve perfection. When the semester closes each student receives four recordings of his voice. Thus, speech training goes home with the boys and girls of Bismarck Senior High School.

Throughout the semester all assignments are carried out with precision and a professional attitude. At no time are the students given the impression that there is a place in the speech program for loafing. They are given to understand that the speech department is a workshop, and that all equipment is for business purposes and not for pleasure.

Many educators contend that we learn more rapidly by seeing pictures, and they label this method of teaching "Visual Education". The writer contends that speech students learn more rapidly by hearing, or "Auditory Education". And everybody must admit that both visual and auditory education must be vigorously supplemented by active platform participation, if perfection is to be achieved.

The speech philosophy of Bismarck Senior High School requires all students to take part in speech activities. And with such a program in operation it is necessary that a practical curriculum be adopted and executed. Training for citizenship in a democracy is the goal to be achieved. This achievement can best be accomplished through the use of an up-to-date library, modern speech equipment, plus ample public speaking opportunities.

A democratic speech program can be successful only in a democratic school and community. All must be speech conscious. But above all, the teacher must be saturated with the spirit of the spoken word, willing to work unceasingly, and be blessed with an experimental mind. An apostle in this progressive field of endeavor must possess vision, and love of youth, and dedicate his life to the cause of progressive speech training.

▼

Speech teachers do not become satisfied with your present program! Experiment and find something better!

Rehabilitation in Salinas

By R. D. CASE
Superintendent of Schools
Salinas, California

THE rehabilitation program of the United States and the State of California has made it possible for us to meet a real need in the Salinas Union High School District. For the past several years, this district has co-operated with the Bureau of Vocational Rehabilitation of the Department of Education of California.

We, together with four other smaller high school districts, pay one-half the salary and mileage of a rehabilitation co-ordinator, the other half of his salary and mileage being shared equally by the federal and state departments. Salinas pays two-fifths of the half of his salary and mileage and he devotes two-fifths of his time to the needs of Salinas.

In his official capacity, our co-ordinator makes a survey of the physically handicapped individuals in our community who are capable of being educated, trained or guided into a field of labor where they can make a living and be happy. He then makes up his case study of each person. He next makes his recommendations to the individual. Training follows and the case is considered cared for when placement has occurred.

The history of this work shows that over a period of only a few years innumerable cases have been handled by the co-ordinator to the great satisfaction of the handicapped persons. To illustrate what has actually been done, I submit the following letter from our Rehabilitation Coordinator:—

▼

Dear Mr. Case:

Since my previous report an unusually gratifying number of men and women from the Salinas High School District have completed their training and are now on permanent jobs. Starting with a permanent disability and often as residents of the County Hospital, no employment, no trade, in many cases having dependents, and on County or other relief, these people have progressed to an independent life for themselves and their families. Their productive capacity for the community and the country has been restored along with their individual and family satisfaction in the normal life.

Two men have been placced as shoe repairmen at Fort Ord, thereby filling occupations in the defense program. One is receiving $100.00 per month and the other $5.00 per day. These men were trained in local shops. One of them, who with his family was on county relief, was a resident of the County Hospital for approximately a year and received treatment for several years.

Two men of the Mexican race, who were residents of the County Hospital and on county relief, have been trained as barbers and are also cogs in the defense program as barbers at Fort Ord, each earning approximately $27.00 per week with probability of a larger income. One of these young men has six dependents. A third man who was long a resident of the County Hospital, and with his family was on county aid, was trained and then placed at Fort Ord as a service station operator, and like the others, is very well liked by his employer and the army officers in charge.

One young woman who has one badly crippled leg and who uses crutches has been trained as a dress maker and designer. About the time she completed her training she went to work for one of the local shops, and now for six months or more she has operated her own dressmaking and alteration shop and is making a fairly good living in a steadily growing business.

One young man, who received some of his commercial training in the Salinas Junior College in addition to supplementary training of the Bureau, now has a permanent position with the State Highway Division. One young woman is making her living at vocational home making. One young man who has an A.H.A. Class IIA hear

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14 Beacon Street, Boston
Yonkers-on-Hudson, New York

received his commercial training at the Junior College and is now a full-time bookkeeper. He is well liked by his employer. One quite difficult young man, through the Salinas office of the Bureau has obtained surgery through the Crippled Children's Act and has been trained in vegetable produce production, which he enjoys very much and in which he now makes a very good income. He has had a new car as partial result of his first but very productive employment.

One young man, badly crippled, has been trained in merchandising. He now operates a profitable little business and this week has moved to a larger store building.

Two men who have been trained in welding in the Salinas Evening School and local shops are now welders. One, having worked for some time for the county as welder, was lured away to Mare Island Naval Shipyards at which place, due to his greater knowedge, he has been promoted to an advanced job in welding. The other welder is employed with a local firm.

Among the new inductions are two welders, two building construction estimators, two stenographers, one gardener, one barber, one shoe repairman, one painter, one chicken raiser, one typewriter repairman, and one hospital laboratory aid.

Among the many in training status at present are ten in the Junior College, five of whom are from other districts than Salinas. There are also three in the Evening School and two in the High School.

In the High School there are 47 boys and 23 girls who appear to be eligible for the service of the Bureau, and a guidance program has been started with this group. This High School group does not include those that may be available in about six weeks as a result of the x-ray examinations made by the Tuberculosis Association.

A guidance program has also been started for the group of 9 boys and 15 girls in the Junior College who appear to be eligible for the service of the Bureau. These guidance programs serve as the basis for the induction into service status which takes place when High School is completed or whenever the full vocational training program can start and is determined.

Among those in the deferred status are some 45 persons who have been investigated and whose programs have not yet been determined or who are waiting placement, and also some 40 cases which have not yet been investigated.

The school administrators, deans, counselors, and the many cooperating agencies have given their help most willingly and effectively. The various public agencies, the Service Clubs, and the Salinas Chamber of Commerce have always been ready with a helping hand. The individual citizens when called upon have gladly lent their assistance.

I wish to express again my appreciation for your consistent cooperation and friendly goodwill and that of the School Board Members.

Very truly yours,
E. R. Beck.
Rehabilitation Coordinator.

Speaking of School Spirit

MIGNON QUAW LOTT
Baton Rouge,
Louisiana

Some schools just cannot "take it" in a contest. They must win every time, or else—

SCHOOL spirit is a splendid thing when it is carefully directed and sensibly nourished. Loyalty is an admirable quality, but there is a great difference between genuine loyalty and narrow partisanship.

"Our school, right or wrong", "Win! Win! Win!", "Down with our Competitors", "We've *Got* to Win!", "We *cannot* Fail", "Booooo —(*Rival*) High School", "It isn't Fair!", "Down with the Referee", "SSSSSSS!", "Fire the coach and get somebody who will *make* us win"! These are progressive steps in sowing the wind of miscalled "school spirit" and reaping the whirlwind of bitter disappointment, revenge and hate.

There are some schools that just cannot "take it" in a contest. They fight over debates, dramatic tournaments, inter-class games, basketball, track competitions, football. Alumni and patrons of the school join the bitter partisan group. There are accusations, recriminations, angry words, unwise acts. The school resembles some families who are always in hot water over some slight or fancied injustice to some of their members. Contests between rival schools take on the proportions of Kentucky feuds.

Now debates, dramatic tournaments, inter-class games, basketball, track, football, rallies, games of all kinds were never intended to precipitate such emotional crises. Basically, these things are for fun and mutual benefit. But the moment cut-throat competition is introduced, it is like a shot in the arm—the school is no longer normal but acting under the influence of a powerful drug. When the effects wear off, the victim is left depressed, gloomy, savage and intensely bitter. And like all drugs, a bigger dose is needed for next time.

The bad effects of such "school spirit" have prompted parents in some districts to protest against rallies and tournaments. They state very plainly that their children are strung up to a terrific pitch of excitement and undesirable emotion. They also state that the most unfair practices are resorted to in order that the school may *win*. They protest against the *might makes right* basis upon which so many athletic events are based.

Success is a fine thing. It brightens the eye, lifts the head, gives a glow to the body and warms the heart. That is, the *right* kind of success. The wrong kind inflames the whole system, induces arrogance and conceit, makes one odious to his companions, or makes one school odious to others.

Failure also is a fine thing, when it is the *right* kind of failure. In the great law of probability and chance, failure and success go hand in hand. It is no disgrace to lose honorably, after a brave struggle. Failure teaches us many lessons that success cannot teach. One of these is humility, another is understanding of others. People who have known nothing but success seldom have deep understanding of the problems of the unsuccessful. "He jests at scars who never felt a wound" says Shakespears. Ultra successful schools, like individuals, are in a precarious position. The higher they get, the greater the fall when it comes.

Far-seeing school administrators and faculty can head off this disastrous "*Must Win*" complex that is so prevalent throughout our country. In every activity in school, children can be taught to be good losers and good winners. It is not hard to instill in pupils an appreciation for good work done by competitors. By example and precept a school could soon arrive at a point where it would be noted for its good sportsmanship, its friendliness to other schools, its philosophic acceptance of failure after a vigorous and honest struggle to win. And what a life lesson such contests could teach both players and other members of the school.

I know a most delightful man whose enjoyment of life is unique in our tense and harried struggle for existence. "I don't *want* to be first", he once told me. "If I go fishing, I don't have to catch the biggest trout. If I go to the movies, I don't have to have the best seat. Let the other fellow fight and jostle for these things. I'm going to enjoy life without this terrible competition."

And he does. He is relaxed, deliberate, genial. He has time for friends. He enjoys the little things that go to make up life. And oddly enough, he is often the winner at tennis, fishing, golf. When he wins, everybody is glad. But the winning is not what gives him the greatest thrill, it is the enjoyment of the game as he goes along, the give and take of his comrades, the appreciation of good plays made by opponents.

Schools are like individuals. In fact, a school reflects its administrators as faithfully as a mirror reflects an image. No school can rise higher than its source—the administration.

And a wise administration will refuse to sow the wind and reap the whirlwind.

Specific vs. General Language

An answer to the proposal to substitute General Language for Specific Language instruction in the public high school.

THE attention of the Humanist Society of the State University of Iowa has been called to a proposal made recently by a Special Committee reporting on "What the High Schools Ought to Teach," published by the American Council on Education, Washington, D.C. This report, commented unfavorably on claims made for educational values of foreign language courses. The Humanist Society understands this to mean that the Special Committee proposes to replace specific foreign languages now taught on the senior high school level with a general language course on the same level.

The Humanist Society wishes to record its disapproval of such a proposal on the ground that, first, a general language course can not present adequately the educational values inherent in a foreign language course; second, that it would be extremely difficult to provide teachers adequately equipped to teach the four or five different foreign languages included in a General Language course, with background necessary for each language; third, that unless this course were taught by language specialists. it would have to be simplified and thus reduced to the Junior High level. This would mean that the majority of senior high school pupils would not be likely to have experience in a foreign language until they entered college, which in the great majority of high school graduates would mean no foreign language study at all. In the opinion of the members of this society, study of specific foreign languages should be undertaken earlier rather than later in the course of high school instruction. The proposal of the Special Committee of the American Council on Education, if adopted, would mean that foreign language study would be undertaken by only a very small percentage of those who would be able to profit by such study.

The members of the Society are convinced that the modern state of international relations, with the increasing interest that nations have in each other's national life, as well as the importance of understanding properly each other's problems and way of living, demands even greater emphasis upon foreign languages study and that this is best undertaken between the ninth and twelfth grades of the secondary school. The Society is further convinced that most of the values claimed for a General Language course *at the high school level* can be better achieved through the study of one or more foreign languages. On the other hand, it is obvious that few or none of the *specific* values of the study of a particular language can be achieved in a General Language course.

The Humanist Society is convinced that no adequate study has yet been made to determine the equivalence of subjects in the high-school curriculum. It does know, however, that in the Pennsylvania Ten-Year Study conducted by the Carnegie Foundation for the Advancement of Teaching, students in the foreign languages stood second from the top in the ten subject-groups in gains in available knowledge. This means that the study of specific foreign languages tends to associate with it an accumulation of facts and interests that become "a relatively permanent and available equipment of the student."

The Society has noted that the personnel of the Special Committee was composed solely of administrators and professors of education. The Society believes that when so important an educational change as that of substituting a general language course for specific languages is contemplated, the personnel of the investigating and recommending committee should include at least one member who is a specialist in two or more languages and has had direct experience with measuring values attainable in the foreign language classroom.

In view of the fact that such studies and such provisions have not yet been made, the Humanist Society cannot consider valid the conclusions; for this proposal would occasion a decided weakening in the educational structure of the secondary school curriculum.

(Signed)

JOHN C. McGALLIARD,
English: Chairman
DORRANCE S. WHITE,
Classical Languages
HERBERT O. LYTE,
German
EUGENE JOLIAT,
Romance Languages
NORMAN FOERSTER,
Dir. School of Letters

THE BEGINNING TEACHER

By RUTH C. FREY
Ottawa, Ohio

Better Be Silent than Sorry

Once upon a time away back in my baby days of teaching a teacher of many years' experience walked into my classroom without invitation to tell me in no uncertain terms that one of my boys had annoyed a pupil of hers on the playground. The complaint was legitimate and probably true, so I promised to look into the matter from Andrew's angle and act as the occasion required. That should have closed an affair of unsavory essence, taken up inopportunely, but the older teacher was angry and consequently unable to refrain from further speech to the effect that the matter must be taken up now; I must investigate in her presence—and in the presence of thirty goggle-eyed fourth graders—and so on. Anger does such queer things to one's judgment! Young as I was in the profession, I knew that two teachers were making Roman holiday for a classroom of youngsters; but I was quite beyond my depth. I knew no way to resolve the bad situation and had observed no pattern of behavior for such an occasion. As a result I kept silence. After a helpless sputter or two my colleague backed out of the room, still seething, and I resumed work with the interested and innocently amused class. How unwittingly wise I had been! Had I spoken, the other could have answered me hotly and departed on her victorious remarks. As it was, there was no graceful way for her to retire.

With my helpless wisdom before you, think for a moment or two on the subject of keeping silence. Such a course frequently is wise. Many a trouble would disappear from this old world if only one of two belligerents could curb his tongue. But the point I'd like to make with you is not that of wisdom so much as that of kindness. So often we speak of colleagues or of pupils little thinking what may result. Some Fall your class comes to me. I ask you about them. Please tell me only the good things. Let me find out the others for myself. Let each pupil be judged from his own efforts by each of his teachers independently. Don't be the one to prolong the life of gossip or to pass on prejudice. Different natures bring out different actions.

And as for colleagues, remember that each piece of work is highly specialized and you in the other's place might not do so well. If you have nothing good to say, say nothing. At least your silence will do little harm. If in your daily contacts you, like me, are too dumb to know what to say, perhaps again, like me, you'll live to rejoice in your own stupidity, calling it wisdom. Silence seldom causes trouble; unbridled tongues often do; and careless speech can scarcely be condoned.

Be Your Own Trouble Shooter

Have you learned to look for a physical cause of trouble in your classroom? The trouble-shooter has a long list of possibilities. He asks:

Is the temperature of the room right?

How is the ventilation?

Is the child's seat properly adjusted?

How high is his desk?

Is the light on the blackboard conducive to easy reading?

Does the light fall on the desk from the proper direction?

Has the child had his breakfast?

Is there serious trouble in his home?

Are his eyes properly fitted with glasses?

Was he up late last night?

Were you in bed in good time?

Can he hear?

Is he dressed as the other children are?

Did you prepare your lesson?

Is he looking forward to something exciting when school is dismissed?

Is the school busy with some extra-curricular activity?

Are you "rushed to death"?

Does your head ache?

Is the room noisy?

Is the weather enervating?

Is the print of his book large enough?

How is your love affair?

Did you eat your breakfast?

Is there someone in the room who annoys him?

Where in the room does he sit?

Is he ill?

Is he tired?

Are you?

Anyone of these or all of them may be at the root of your difficulty. So often we miss the obvious reasons for misbehavior because we are looking so far afield. In any case if you'll look for a physical cause you may find an easily remedied one. All the troubles suggested are readily subject to change and you may find yourself on the road to success after merely minor adjustments. When trouble persists and no one seems able to find the cause, then only is it time to call in the professional trouble-shooter—the school nurse, the doctor, the psychiatrist, the juvenile court officer as well as the parents, other teachers, supervisors, and the superintendent. Do look for physical reasons first and thank your lucky stars when you find them. Everything mends speedily then.

I May Be Right— I May Be Wrong

WILLIAM C. McGINNIS
Superintendent of Schools
Perth Amboy, New Jersey

Friendliness in Teaching

A FEW days ago one boy said to another, "She's a crank. She never smiles at us." "She" is his teacher.

Friendliness is one of the most important qualities of a good teacher. In my opinion there never has been a good teacher who wasn't a friendly teacher. There may have been good teachers of mathematics, or English, or history who were stern, strict and unsmiling but they were not good teachers of boys and girls.

"We never know how to suppose ourselves in the place of children; we never enter into their manner of thinking." You will find that statement on page 17 of Emilius and Sophia, Volume II by Rousseau and printed in Dublin in 1779. It was true in 1779 and it is true of many teachers in 1941.

Certainly a teacher who is not a friendly teacher doesn't know how to suppose himself in the place of children and enter into their manner of thinking. Lawyers and business men have a phrase, *a meeting of minds*, and they know that in order to accomplish certain desirable things there must be a meeting of minds between the parties involved. Each must enter into the other's manner of thinking. There must be mutual understanding and that cannot be accomplished if a friendly attitude is lacking.

In the teacher-pupil relationship it is important that there be a meeting of minds, and that there shall be is the responsibility of the teacher. An unfriendly attitude on the part of teachers is responsible for many pupil failures, and a friendly, sympathetic attitude is responsible for helping many a pupil along the road of successful accomplishment.

Guidance Responsibility

NOTHING in the work of the Guidance Council should be allowed to make the classroom teachers feel that the work they have been doing in the line of guidance is not important.

One of the dangers in any new set-up in guidance anywhere is a tendency to belittle what has been done in the past.

In the matter of guidance of eighth grade pupils in the selection of their high school courses no one is better qualified to advise the individual pupils than the principal of the school and his teachers, because they know the pupils. There are certain broad principles of guidance in the matter of the selection of courses that someone outside of the school can present to the advantage of the school and the pupils, but real guidance involves an intimate understanding of the pupils which requires knowing the pupils.

The fact that a school system has a guidance council doesn't in any way lessen the responsibility or the authority of the principal in his school. That is a fundamental principle of school administration and supervision. The principal of a school is responsible and therefore he must have authority equal to his responsibility.

It Seems to Me

BYRON C. KIRBY
Principal, Oliver School
South Bend, Indiana

Relative Marks

SOME educators have set up a new problem for themselves: Should the brightest student in a slow group be given a mark of A even though his work is actually on a D level? No. Marks are not relative—they should not be given in terms of what someone else does—they should be given solely in terms of the actual achievement of the individual child.

▼

The purpose of school marks is to show the child, his parents, guidance teachers and others who need to know just what he has achieved on any given level. If marks are based on anything other than achievement, they are unreliable and consequently useless.

A man 5 feet tall is still 5 feet tall whether he is standing in a group of giants or in a room full of midgets. Likewise, a mind that is on the D level is on the D level no difference where it happens to be—and will be so considered by industry, business, the professions and society.

Guidance—But By Whom?

Guidance in school is important—but I am not so sure that guidance by specialists is. In fact I believe the program as conducted by specialists often becomes too complex, too top heavy, too mathematical to be of anything more than superficial value.

Most of us agree that education itself is guidance—that teaching applies not only to academic work but also to training in health and social habits, in adapting the work to the child and in directing each individual into school curricula best suited to his needs.

The question now is who can do this work better—the guidance teacher or the home room teacher?

Special guidance teachers are responsible for large numbers—they

know very few intimately—their decisions, frequently, are based upon insufficient understanding of the achievement, emotional tendencies and social reactions of the individual child. Specialists have no adequate basis for sympathetic, constructive counseling—the best they can do is hazard a guess in the light of hearsay, a few graphs and some marks on the cumulative record cards. In the words of one high school student: "The guidance teachers don't take time to discuss our problems—they just glance at a card and rush us along."

Home room teachers have their sponsor students from two hundred fifty to four hundred fifty minutes per week. They sponsor the social activities, discussions, parties and picnics. They become closely acquainted with each individual student and are, consequently, in a better position to guide him than a specialist who sees the child infrequently.

The guidance program is necessary—but to be most effective it should be administered by those who know and understand the children from many view-points—namely, the sponsor teacher.

Encourage Initiative

INITIATIVE is an important factor in success. Employers place a premium upon the individual who can think independently and put his thoughts into action.

Progress comes through constructive change—and change is effected by people with initiative—people with vision plus the sound judgment and the determination necessary to make that vision come true.

Student councils, committees, sponsor-room periods, orderly discussions, athletics, all tend to develop initiative in thought and action. Capitalize these and all other possibilities to the fullest extent, remembering always that skillful guidance is the roll of the teacher.

All in the Day's Work

EVERETT V. PERKINS
Principal of Cony High School
Augusta, Maine

They Thought They Couldn't

An English teacher sent to me yesterday two boys who said that they positively could not stand up and give a report before the class. They frankly confessed that they were afraid.

Upon the boys' admission that they had not prepared their talks I told them that they could get something ready and give it to me in the office today before school. They were on hand this morning and performed their tasks as arranged.

"Now boys," I remarked, "you can make a little speech as well as the next one. I will come in today to hear these same talks before the class. You are not afraid of me and you can forget that others are present."

The lads got on splendidly and both told me afterwards that they were glad that they did their assignment.

Many obstacles can be overcome by leading students along one step at a time. And the first step must be a short one.

A Lad Who Leans

I get disgusted now and then with one of the fellows I am trying to help. He is a poor boy who is blessed with no home of his own but is supported by a philanthropic agency. I am especially interested in him because he has considerable talent and some substantial traits of character.

What bothers me most is this lad's parasitical nature. I have gotten him two good jobs but he has declined them both. If he thinks that he wouldn't like the kind of work or that it would be hard, he decides against it. Getting out of his shell, meeting new people, learning something useful to do, standing on his own feet,—all the reasons that I can advance why he should take almost any honorable work, do not appeal to him. So the job goes to another.

It is my conviction that the most anyone can do for a boy is to help him to help himself. It is hard to keep up interest in a fellow who is looking merely for a handout.

Polishing Pebbles

One of our outstanding graduates, a girl now attending a well known college, dropped in to see me.

I have heard much about the Dean of Women in this college and regard her as a woman of rare grace and achievement. It would seem to me that one of the chief advantages for a girl at the institution should be the opportunity to come under the influence of this woman.

During our conversation I asked my visitor if she saw very much of her Dean. "O, no," was the reply. "She spends her time with those who have had warnings."

A critic, with some justification I fear, once said that a public school is a place where pebbles are polished and diamonds are dimmed. I hope that no one will ever have occasion to make a similar accusation against the college.

She Married Adventure

I am looking forward with great anticipation to hearing and seeing Osa Johnson who is soon coming to our city. I consider her a stout-hearted woman, who amid all her thrilling adventures in far away corners of the earth, has kept her splendid feminine traits of character.

I wish an edition of Mrs. Johnson's book "I Married Adventure" could be prepared for high school English classes. I know that students would find her story of absorbing interest and the delicacy and charm with which she reveals her devotion to her husband would be refreshing and profitable to them in these days of fulsome sentimentality.

The News Digest

OF EDUCATION IN ACTION

School Board Indorses Spanking

ROME, N. Y.—The Rome Board of Education went on record as approving an old-fashioned spanking administered to a school pupil by Principal Danforth R. Thomas.

A letter from the board, directed to the boy's father, said that the punishment, after investigation and reports from two physicians, resembled the old-fashioned spanking and was the only method Mr. Thomas could use in the case.

The letter, signed by A. F. Sontheimer, chairman of the board, said "youth must learn to recognize and obey the rules and regulations of constituted authority."

Eastern City Looks to Air-Raid Shelter

QUINCY, MASS.—The Quincy Defense Council has begun a survey to determine how air-raid shelters could be provided for more than 13,000 school children in the city.

Alternate plans would provide facilities to evacuate them from the school buildings and to the outskirts of the city, or outside the city, in the event of a bombing attack.

Capital Schools Drop "Nazi" Salute to Flag

WASHINGTON. — Capital school children henceforth will use the regulation Army salute in the daily pledge of allegiance to the flag. The Board of Education voted to abandon the arm-extended salute which had been used.

Asked if the arm-extended salute was abandoned because of its similarity to the Hitler greeting, Superintendent of Schools Frank C. Ballou said: "Draw your own conclusions."

Harvard Students Tutor Pupils

CAMBRIDGE, MASS.—The Harvard undergraduate faculty, composed of students, is providing free, individual instruction this year for approximately 100 students or recent graduates of Greater Boston high schools, it was announced by Phillips Brooks House, sponsoring organization.

The Harvard boys tutor the high school pupils during the evening in their college rooms.

The purpose of the undergraduate faculty is to assist high school students in college preparation and help high school graduates keep in touch with their studies if financial considerations make it impossible for them to attend college immediately.

Frank Graves Returns To School at 70

ALBANY, N.Y.—Dr. Frank Pierrepont Graves, looking very much mens sana in corpore sano despite his seventy years, went back to school recently in quest of his forty-third college degree, which would put him three up on Dr. Nicholas Murray Butler, and only seven behind Herbert Clark Hoover.

Dr. Graves, who retired last year as State Commissioner of Education, attended his first class as a freshman at Albany Law School, where he delivered a commencement address in 1937. Albany Law has no football team, being a graduate school, but Dr. Graves said he intended to participate in all campus activities "just like any other youngster" and burn as much midnight oil as Mr. Ickes will allow.

Peabody Votes School Pay Raise

PEABODY, MASS.—Because of increased living costs, all headmasters, teachers, janitors and others in the school department were voted raises of $200 each by the school committee. Approximately 170 persons will receive the increases which are effective Jan. 1.

Mayor Joseph B. O'Keefe was the only one of the seven members of the school board to vote against the raises. He said they might be justified but the financial condition of the city made them inadvisable at this time.

WASHINGTON STATE REORGANIZES ITS SYSTEM OF RURAL SCHOOLS

OLYMPIA, WASH.—A tradition of the old district school which pioneers brought, along with feather beds, across the plains, is being dislodged in this State by a recent law which enables counties to reorganize their entire school system to serve the best interests of all pupils, economy, centers of population, topography and other efficiencies.

It has taken years to reduce restrictions imposed by the school district system. At one time there were 2,800 districts in the State, in certain instances with more school directors than teachers. Consolidations have reduced the number to 1,400. Advantages of local autonomy have been offset by local prejudices, politics, local tax burdens, and pork barrel school buildings. This inefficiency was at the expense of the State which, it is estimated, will save an annual $1,000,000 or more from the more efficient system.

Under the new law, adjustments are reported as being made with remarkable co-operativeness. Primary grades, in some instances, will remain closer at home in the local school building, other adjustments will exchange lower grade pupils for upper grades, thus consolidating and giving teachers fewer grades to handle, with younger ones transported earlier and older ones picked up on return trips. One change is already in operation in which a larger district with more tax revenues has absorbed schools of two neighboring rural communities and assumed responsibility for their support.

YOUTH HELD CAPABLE OF RAISING HIS INTELLIGENCE BY 3-POINT PLAN

MADISON, WIS.—Three conditions by which adult, youth or child can improve his inborn intelligence, were described to the National Academy of Science here.

First is to avoid three causes of ill health, namely malnutrition, hormone disturbances and germ infections. These can retard intelligence in children and completely stop its growth in adults.

Second is to avoid rigidity, the mental state in which a person doesn't see anything new even right under his nose, avoid retrospection and avoid the mechanisms of escape, a favorite adult trick for forgetting disappointment.

Third is to take mental exercise: meaning to abstract new learning. This is as necessary to adults as to youth.

The report was made by Dr. George D. Stoddard, director of the Iowa Child Welfare Research Station, University of Iowa. He said there is a time in all lives when intelligence can no longer be increased, but that this time is unknown, and there are signs it runs upward in some people to the 70s, and maybe beyond.

For youth the long-held idea that intelligence is fixed by heredity, is completely shattered.

In Iowa, year after year, illegitimate children from lowest social levels, placed early in good adoptive homes, are reaching school age with an intelligence well above the average in America, according to Dr. Stoddard.

Youth has shown ability to raise its I.Q., the intelligence level, by 50 points. This is a huge gain, he stated, considering the fact that an I.Q. of 70 is near moron levels; 100 is brightness and 170 genius.

He cited evidence of many exceptions to prove that I.Q.'s can go on rising in adults. These were persons whose chief accomplishments had come at all ages beyond the thirties.

Boston's School Window Toll $30,000 A Year

BOSTON.—The irresistible urge of boyhood to test its pitching arm by throwing stones annually costs the Boston school system approximately $30,000 in broken windows, it was announced by Patrick J. Osborne, deputy superintendent of construction for the school buildings department.

Mexican Teachers Told to Quit Politics

MEXICO CITY.—President Manuel Avila Camacho has ordered Mexico's 80,000 school teachers to abandon all political activity and to dedicate themselves exclusively to teaching.

Assess U. S. For Pupils' Tuition

KITTERY, MAINE. — The School Board informed Admiral Wainwright, commandant at the Portsmouth Navy Yard, that children of yard workers housed in "Admiralty Village," a new defense housing project, would not be admitted to town schools until their tuition was paid for by the Federal Government. The Board voted such action recently. Sixty-five families with 97 school-age children are housed in the project, where 600 family units are to be built.

Belmont School Head Gets Post in Passaic

PASSAIC, N. J.—The Passaic Board of Education appointed Willard B. Spalding, 37, superintendent of public schools at Belmont, Mass., since July, 1940, assistant superintendent of Passaic schools.

On Jan. 29, 1942, he will succeed Arthur D. Arnold, Passaic school superintendent with a record of 40 years service in the Passaic school system.

The board announced Spalding would receive $7500 annually, with an increase to $8500, effective Sept. 1, 1944.

Fort Worth Schools In Grade Transition

FORT WORTH, TEXAS.—Fort Worth public school heads are in the midst of one of the most significant transition periods in the history of the city system.

It is the change-over from the old 11-grade system to the newly adopted 12-grade plan, that went into effect when the 1941-42 school year opened in September.

The new program is designed to allow for varying capabilities of individual pupils, spread the work out for those who need more time and provide more drill on basic fundamentals. It is an elastic course of study which can be completed in 11, 11½ or 12 years, depending upon individual ability.

For students in the upper grades, inauguration of the 12-grade system meant automatic promotions when they went back to school. As, for instance, the pupil who was promoted to the 10th grade at the close of school last May, was classified as a 11th grader this fall.

In the elementary grades, there will be adjustments at the outset, but the reclassification of students will be gradual.

Saves Nickels For Tuition

WALLA WALLA, WASH. — Four thousand nickels—in four cigar boxes—paid Winifred Johnson's tuition at Whitman College.

They represented a year's savings from earnings in her mother's cafe.

Dehydrated Soup For School Children

JACKSONVILLE, FLA. — Dehydrated soups have been added to menus provided for all children participating in the school lunch program, this year, according to W. F. Catling, State welfare director of surplus commodity distribution. The Surplus Marketing Administration has provided 280 cartons of the dehydrated delicacy for distribution in the State.

Huge Sums Go To Education

WASHINGTON. — Figures compiled here show that to further public education in the United States the Federal Government has appropriated or allocated more than $700,000,000 for the year ending June 30, 1942. Over $280,000,000 will be spent directly for carrying on educational functions, and $430,000,000 for activities in which education is a basic objective.

CHRISTMAS SEALS

Protect Your Home from Tuberculosis

Sutton Says Programs Too Hard

AUBURN, ME.—So great are the demands of the modern educational program upon students that it is a wonder any child lives through the high school years, it was asserted by Dr. Willis A. Sutton, superintendent of the Atlanta, Ga., schools, before 800 delegates to the Androscoggin Teachers Convention.

Dr. Sutton said there was too much written work and testing, and too little effort toward teaching children to speak properly and effectively. He urged having every teacher teach more than one subject, and said it should be arranged in faculty meetings so that no teacher would give her charges too much work.

P.T.A.'s Increasingly Important Role

CHICAGO.—The National Congress of Parents and Teachers said it was sending detailed instructions to 2,500,000 P.T.A. members to aid them play "an increasingly important role in the National defense."

The suggestions, contained in a policy statement issued after a five-day session of the Congress' Board of Managers, embrace ten specific areas of service for the 28,000 Parent-Teacher Associations. They are morale, cooperative service, health, nutrition, education, safety, recreation, aid to the boys in service, defense bonds and savings and volunteer service.

Educators Hit for Failure in Education

CHICAGO. — President Robert M. Hutchins of the University of Chicago told 2000 scientists, including the world's greatest, that scientists and educators were to blame for much of what he called "failure in education."

In a prepared address, his first to the group assembled for the university's 50th anniversary celebration, Hutchins said educators believed students did not want and could not assimilate a liberal education and persisted in teaching according to 19th century customs and standards.

It is a reflection on modern methods, he added, that at the time when 'practical education" was at its climax, thousands of young men and women were graduated and could not obtain jobs.

CITY'S CHILDREN LEAD IN TESTS, NEW YORK BOARD HEAD CLAIMS

NEW YORK.—New York City's public school children, in tests conducted during the last four years, have surpassed the national norms in reading, arithmetic, spelling, language usage and social studies, James Marshall, president of the Board of Education, reported recently. He cited this and other examples as answers to those who think that public school children are getting boondoggling instead of education and as proof "that we are making the educational dollar go farther than it ever went before."

Mr. Marshall, reporting on twenty years of progress in the school system, explained that the board periodically gives tests, either to all children in a grade or to a sampling of children in the same grade in different schools. These, he said, are standardized and are given all over the country.

Some of these tests, he said, are given at the end of the 5A grade, others at the end of 6B and others at the end of 8B. In every group of such tests conducted between 1937 and last April, Mr. Marshall said, New York City's children finished above the national norm—that is, better than children in the country as a whole. Taking up reading tests for 8B pupils, Mr. Marshall said:

"The national norm was for a time 8.7; then it rose to 8.9. The achievement of New York City children began at 8.8 and increased to 9.1. This means that in reading, our children are two months ahead of children in the country as a whole."

In reading tests among 6B pupils, Mr. Marshall said, New York City children had an average of 7.0 last April, two degrees higher than the national norm, 6.8. New York City children in the 5A grade, he said, consistently showed achievements of between 5.6 and 5.8 in arithmetic, spelling, language usage and social studies, while the national norm in each of these categories was 5.5.

Pupils Send $25 Gift to England

ELIZABETH, N.J.—The pennies and other small contributions of pupils of Grover Cleveland Junior High School to its Junior Red Cross Club here toward a gift of $25 to a London nursery school will be used to buy a gramophone, according to a letter received from the English children's teacher, Miss Marjorie Scammell. Letters from several of the English children also thanked the club for its gift.

Teacher Exchange With So. America

Dr. Alonzo G. Grace, State Education Commissioner, has announced that a plan already endorsed by the State Board of Education, for exchange of teachers between Connecticut and Latin American nations was under consideration.

It was prompted, the announcement from Dr. Grace's office said, by "the fact that there is an increasing demand for and an increase in the formation of classes in Spanish in the High Schools, and that an insufficient number of Spanish teachers have been prepared effectively to meet the demand."

Now Your Pupils Can

LAUGH AND LEARN GRAMMAR

through this really original text which will teach them sentence structure in spite of themselves and exercise their sense of humor at the same time.

Pupils will be *surprised* into reading the explanations and doing the tests and exercises in this book because of their compelling content. Much of this content is based on the amazing and comical adventures of the fabulous Paul Bunyan.

The book covers grammatical material essential at the junior high school level. It is not a handbook, but a humanitarian attempt to present the subject in a palatable manner. *Illustrated with drawings.*

Ask for the **LAUGH AND LEARN GRAMMAR** by Irwin H. Braun.

HARR WAGNER PUBLISHING COMPANY
609 Mission Street
San Francisco, California

Boom Creates School Problem

SAN DIEGO, CALIF. — A defense-bred emergency will enable San Diego to experiment in progressive education.

An influx of workers to build the area's vast military and naval establishments and expansion of the armed forces stationed in this locality have increased the city's prospective school enrollment by an estimated 10,000. No regular facilities are available to handle these additional students.

Children of families tenanting the $9,000,000 Linda Vista defense housing project will receive their schooling in eighty of the one and two-bedroom units. The original enrollment of 700 is expected to increase by 125 a week as more of the Linda Vista homes are completed and occupied.

Because of the small size of the bedroom-classrooms, each class by necessity will be limited to two or three pupils. This will permit a division of the children, according to their intelligence, with those requiring special attention being placed in one group and those more apt in their studies being allowed to advance as fast as possible.

An estimated 2,400 children living in the two Naval housing projects at the destroyer base and Navy training station will go to school in shifts.

Ipswich Gridiron Celebrations Off

IPSWICH, MASS.—The snake dancing of the school population in the main streets of the town after each football victory of the high school eleven reached such proportions that Ralph Whipple, principal, decreed a ban on the demonstrations until after the final game. The ruling arose from the threat of accident on the Saturday after the first game when the youngsters tied up automobile traffic.

Reading Boys All "Shine" In School

READING, MASS.—Horrified male small fry in the primary and elementary grades were told recently by their teachers that their sartorial equipment and accessories must include: a nail file, a comb, a necktie if their shirts have a collar to accommodate one, and at least one handkerchief. If one wears a sport shirt one may waive the necktie —but not otherwise.

PROVIDENCE, R.I.—Dr. Walter Eugene Ranger, 85, commissioner of education in Rhode Island from 1905 to 1935, died on November 4.

Important Meetings

NOVEMBER

20-22—National Council for the Social Studies. Indianapolis. (A Department of the NEA, 1201 Sixteenth St., Washington, D.C.)

20-23—National Council of Teachers of English—Atlantic City, N.J. Address: National Council of Teachers of English, 211 West 68th Street, Chicago.

22—Association of Science Teachers of the Middle States. Hotel Chalfonte, Atlantic City, N.J.

DECEMBER

10-13—American Vocational Association. Boston.

28-31—American Library Association, Mid-winter Conference. Chicago.

29-31—National Business Teachers Association. Hotel Sherman, Chicago.

Dec. 31-Jan. 1 and 2, 1942—National Council of Geography Teachers. New York City.

Dec. 31-Jan. 1, 1942—National Council of Teachers of Mathematics. Lehigh University, Bethlehem, Pa.

FEBRUARY, 1942

19-21 — American Orthopsychiatric Association. Detroit, Mich. Helen P. Langer, M.D. Vassar College, Poughkeepsie, N.Y. Publicity Chairman.

21-26 — American Association of School Administrators. San Francisco.

26-28—American Association of Junior Colleges. Los Angeles.

MARCH

13-14—Eighteenth Annual Junior-High School Conference of School of Education, New York University. New York City. Julian Aldrich, Chairman; School of Education, New York University.

APRIL

1-4—Eastern Commercial Teachers Association. Baltimore, Md. Miss Sadie L. Ziegler, Rider College, Trenton, N. J., President.

15-18—American Association for Health, Physical Education, and Recreation in joint meeting with Southern District Association. Hotel Roosevelt, New Orleans, La.

JUNE

28-July 2—National Education Association. Denver, Colorado.

Grins Between Grinds

TWO SOULS

A silk hosiery manufacturer and an aluminum household utensil manufacturer sat next to each other at the club. Both remained quiet for many minutes, gazing with worried and beaten expressions into space. Finally one of them gave vent to a long-drawn-out sigh. The other looked around sympathetically and said:

"You're telling me!"

* * *

HELP WANTED

Little John brought home his report card, and with it was a note from the teacher.

"Dear Mrs. Blank," said the noae. "Johnny is a bright boy but he spends all his time with the girls. I'm trying to think up some way to cure him."

The mother studied the note, then wrote the teacher as follows:

"Dear Miss Scruff: If you find some way to cure him, please let me know. I'm having the same trouble with his old man!"

TOP HEAVY STORIES

Tom—I was fishing last Sunday at the lake and I felt a jerk on my line, and when I pulled it in I had a bass five feet long.

Jerry—Pooh—that's nothing. I was fishing in the river last Sunday and I felt a jerk. I knew I had a big one. I kept pulling and tugging and when I pulled in my line there was a lantern on the end of it, and it was still burning.

Tom—Do you expect me to believe that?

Jerry—All right then, you cut three feet off your fish and I'll blow my lantern out.

* * *

ISOLATION

Professor: "So you think you could end all unemployment, do you? And how, if I may be so bold as to inquire?"

Student: "Why, I'd put all the men on one island and all the women on another."

Professor: "And what would they be doing then?"

Student: "Building boats."

Meet These New Books

Doorways

Doorways cannot be considered apart from the notable series to which it belongs. It is the first volume of the six in *The Realm of Reading*, edited by Professor Walter Barnes and his seven colleagues. Possibly, a word should be said about the series as a whole. It constitutes a unified basic reading program with a book for each year beginning with the seventh grade. In the "General Introduction" the editors state that in making the series they had kept in mind four principles. Of these the first has been "to select material which is at once appealing and significant in content for modern American readers and high in literary merit." Although the books have other commendable characteristics their unique appeal is the clarity with which they reflect American life by means of skilfully selected literature especially adapted to the needs of the age group for which the given volume is intended. This, of course, must not be interpreted as meaning that the selections throughout are confined to American literature, the sixth book, for example, being devoted especially to *The English Scene*.

As in the case with the other volumes, the present one is outstanding in the care which the editors have taken to choose material which will give pleasure to children and increase their appreciation.

DOORWAYS. By Walter Barnes, Mabel A. Bessy, Gladys G. Gambill, Tom Burns Haber, Ethel Louise Knox, Claire Soule Seay, Marquis E. Shattuck.—New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

Indoctrination for American Democracy

Those intellectuals whose chief joy in life is the defining of words to suit their own desires, have thrown a cloud of ill repute over the word "indoctrinate." They have tried to indoctrinate teachers into not indoctrinating pupils.

The whole question of Indoctrination for American Democracy is searchingly examined in the essay of that title by Dean Pittinger of the University of Texas School of Education. The author boldly reclaims the term "indoctrination" from its vile estate with the help of Webster. To indoctrinate is to imbue with belief—not necessarily to override and cow the intelligence. And if democracy itself is viewed not as a mere battle ground for all sorts of conflicting political dogmas but as a set of fundamental ideals and principles—then it is proper and necessary that belief in these ideals and principles be inculcated in American classrooms.

How the teacher of social science can ignore the fact that his very freedom to pursue and express truth in his field is dependent upon the maintenance of democracy in the face of its totalitarian rivals, is among the sharpest questions put by the little book. It is clearcut and excellent throughout. The conclusion is inescapable that American teachers have a duty to help preserve and improve our cherished way of life through indoctrinating boys and girls.

The essay deserves the widest possible reading by lay and educational leaders.

INDOCTRINATION FOR AMERICAN DEMOCRACY. By Benjamin Floyd Pittinger.—New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

How to Read a Newspaper

Comes to hand a book, shaped somewhat like the geography we used to hide behind when requiring privacy. But it is not a geography, this book. Its realistic front cover quickly tells us it is "How to Read a Newspaper." We think that over, and we wonder why there has been so little along this line. How many of the 40,000,000 or more Americans who are assumed to read the newspapers they buy each day, have ever really learned to read them to the best advantage?

We turn to the text itself, to see if the author has done a good job. He is a university professor, which might mean the one thing or the other. Your reviewer happens to be a former newspaperman and to have his own ideas. Well, Dr. Dale has managed to write as fair and discerning an exposition of the American daily press as you might discover in a dozen years of searching. From this volume the student or even the citizen outside the classroom can gain a true impression of the way that modern miracle of journalistic enterprise is performed. He can obtain clear answers to a hundred questions he may have asked himself.

But—there are also the questions he may have forgotten to ask—questions about his own part as a reader. How can he be sure of forming correct impressions from the news? How can he improve the quality of the service that his pennies only partly pay for? What will newspapers of the future be like? The author is perhaps a shade too optimistic in thinking the press will improve when newspaper owners become more careful to meet the demands of the reading public. Alas, those demands are not always for the best. It may be many years before the nation as a whole comes under the influence of Dr. Dale's "How to Read a Newspaper." But we wish it might be sooner.

HOW TO READ A NEWSPAPER. Edgar Dale, Ohio State University.—Chicago, Atlanta, Dallas, New York: Scott, Foresman and Company.

English for Junior Americans

One of the unique features of English for Junior Americans is the preface written by Dr. Charles Swain Thomas. We mostly think of a preface as something perfunctory, dull, and stuffy. Although some of them have all these faults and many more, this introductory essay is exactly the opposite. It is sprightly, thoughtful, and stimulating. Boys and girls will read it, understand it, and enjoy it. At the outset it performs the useful function of connecting the authors with the students.

Dr. Thomas's statement of four of the aims of the authors gives a highly adequate summary of the scope of the book. He first calls attention to the title and adds that it was selected on the assumption that young people have many interesting thoughts which they like to express in interesting and vivid ways. He next states that the idea of the authors has been to aid the student in the attainment of clearness and correctness in thought and expression. His third point is that the exercises are not of a "cut-and-dried variety "but have been fashioned for both the world of today and the world of tomorrow." The last aim deserves to be quoted: "We believe that our book is going to make you more conscientious in your craftsmanship. A good carpenter, you